An ACRL task force is rewriting the Information Literacy Standards. The draft of the new standards uses The Threshold Concept Framework.

“...the core ideas and processes in any discipline that define the discipline, but that are so ingrained that they often go unspoken or unrecognized by practitioners”
- Hofer, Townsend, Brunetti, 2012

“Scholarship is a conversation: Scholarship is not something that a smart person produces as a one-off effort. Rather, information users and creators are part of an ongoing conversation in which new knowledge builds upon or refutes what has gone before, and in turn inspires others.”
- Gibson & Jacobson, 2013

<table>
<thead>
<tr>
<th>Threshold Concepts Are...</th>
<th>Any Threshold Concept</th>
<th>“Scholarship is a Conversation”</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Transformative</strong></td>
<td>Cause the learner to experience a shift in perspective</td>
<td>Scholars think in a certain way and were taught to do so. They “share” their conversations in particular ways. Learning to think critically and speak like a scholar is part of what a student does.</td>
</tr>
<tr>
<td><strong>Integrative</strong></td>
<td>Bring together separate concepts (often identified as learning objectives) into an unified whole</td>
<td>Positions a student. New students observe/read scholars prior to entering the conversation. Novices learn and progress with more skills. Experts lead conversations. Conversation are ongoing.</td>
</tr>
<tr>
<td><strong>Irreversible</strong></td>
<td>Once grasped, cannot be ungrasped</td>
<td>Libraries provide, retain, and organize scholarly conversations. Socrates would call this memory. Students develop topics based on scholarly conversations.</td>
</tr>
<tr>
<td><strong>Bounded</strong></td>
<td>May help define boundaries of a particular discipline; are perhaps unique to the discipline</td>
<td>Scholarly conversations happen in particular places with particular people using specialized language and agreed on forms. Scholarly conversations are specialized and have rules and norms.</td>
</tr>
<tr>
<td><strong>Troublesome</strong></td>
<td>Usually difficult or counterintuitive ideas that can cause students to hit a roadblock in their learning</td>
<td>Breaking into scholarly conversations takes effort on the part of the novice or outsider. Are outsiders welcome?</td>
</tr>
</tbody>
</table>
A 2011 ACRL task force recommended drafting totally new Information Literacy Standards.

April 2013: Prospectus submitted

September 2013: Interim report submitted

October/November 2013: Iterative open online forums held

February 2014: Draft document anticipated release

March 2014: Online public hearings on draft document

April 2014: Deadline for comments

May 2014: Final draft submitted

July 2014: Final document submitted

Works Cited/Suggested Readings

Threshold Concepts and Troublesome Knowledge: Linkages to Ways of Thinking and Practicing


Troublesome Concepts and Information Literacy: Investigating Threshold Concepts for IL Instruction


Rethinking ACRL’s Information Literacy Standards: The Process Begins


Revising the Information Literacy Competency Standards for Higher Education